



**English Language Arts
Grade 4
Scoring Guide for
Released Item #1
Writing from Knowledge and Experience
Fall 2007**



Prompt

WRITING FROM KNOWLEDGE AND EXPERIENCE**1 WRITE ABOUT THE THEME: DOING YOUR BEST**

It is always important to do your best at home, at school, or in your community. Doing your best can lead to great results and can be very rewarding.

Do **ONLY ONE** of the following:

tell about a time when you did your best and were really happy with
the way things turned out

OR

write about a time when you did your best and things did not turn out
the way you thought they would

OR

describe a time when you wish you had tried harder to do your best

OR

write about the theme in your own way.

PART 1A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

Michigan Educational Assessment Program
Rubric for Writing from Knowledge and Experience
Grades 3 – 8

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1

I allwas do my best I
read it over and I
sowd it out wridss. And
I do my best. on Tests.

Anchor Paper 1 Score Point 1

The writing is generally unclear and unfocused. Ideas are not connected or developed (*I allwas do my best I read it over and I sowd it out wridss*). There is no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Anchor Paper 2

I am writing about a time I did my best and things didn't turn out the way I thought. One time I was trying my best in gym to get a reward to put on the wall but two other people got the reward and I didn't.

Anchor Paper 2 Score Point 1

The writing is generally unclear and unfocused. Ideas are not sufficiently connected or developed, and other than a repeat of the prompt, consist of a single statement (*One time I was trying my best in gym to get a reward to put on the wall but two other people got the reward and I didn't*). There is no noticeable organizational structure.

Anchor Paper 3

I am going to tell you about When
I was really good until Christmas.
And my mom told me if I
was good for the whole year I
would get all the presents I
wanted, so I did get all the things
I wanted I was happy and so
was my family.

Anchor Paper 3

Score Point 2

The writing is only occasionally clear and focused. This brief response is underdeveloped with minimal connection of ideas (*I am going to tell you about when I was really good until Christmas. And my mom told me if I was good for the whole year I would get all the presents I wanted. So I did get all the things I wanted*), resulting in a low 2. There is little evidence of an organizational structure. Control of writing conventions and vocabulary is limited.

Anchor Paper 4

I wish I did harder to save our community to make sure the water and air is not polluted because when animals live in water like a whale can die and I love whales, birds, and every other animal out there can die. We need to help save the earth to make sure it is safe, we are going to work hard to help save the animals. We are gonna have to get up at 7:00 - 7:30 to eat breakfast. And kittens are going to be cold outside so we are going to make sure it is ok. And stop wasting water, shut off the tv. Shut or lights off when you are in the room.

**Anchor Paper 4
Score Point 2**

This response is occasionally clear and focused. Ideas and content are underdeveloped (*I wish I did harder to save our community to make sure the water and air is not polluted because when animals live in water like a whale can die and I love whales, birds, and...*). There is little evidence of organization (*We are gonna have to get up at 7:00 – 7:30 to eat breakfast. And kittens are going to be cold outside, so we are going to make sure it is ok*). Limited control over writing conventions makes the writing difficult to understand.

Anchor Paper 5

When I was five I got a 100%
On my test everyone was proud of me
and I was proud because I study
and I thought I would do good
and I did. This test was big.
My Mom and Dad were proud
of me and my grandpa, grandma
were too. In my class if you get
a 100% you get a piece of candy
but my dog ate it and now
The next day I had a spelling
test and I got 95% because
I misspelled a word. But I don't
care I still did good. My family
was so proud of my work I
got home and went to bed
I was tired. That is my story
of when a 100% 95% on my
test

Anchor Paper 5
Score Point 2

This response is occasionally clear and focused. Ideas are somewhat connected but content is underdeveloped (*In my class if you get a 100% you get a piece of candy but my dog ate it and now The next day I had a spelling test and I got 95% because I misspelled a word*). Vocabulary is limited. The limited control over writing conventions makes the writing difficult to understand (*But I don't care...My family was so proud...I was tired*).

Anchor Paper 6

I in 3rd grade when I had a friend that was planig her room she was going to pant it yellow with buterflys she asked me to help I said I will try. I drew it 5 times when it was time I old clothes on. It was 3 o'clock at that time. I was done at 5 o'clock we said it looked good. I had my dad let me paint my room it was blue with pink. Dake a dot now it is pink but I am re painting now I was so proud. Now I love painting its fun and easy.

Anchor Paper 6
Score Point 3

The writing is somewhat clear and focused. Ideas and content are partially developed with limited use of examples and details (...I had a friend that was planig her room she was going to pant it yellow with buterflys she asked me to help I said I will try). There is evidence of organizational structure, but it is ineffective (I drew it 5 times when it was time I old clothes on. It was 3 o'clock at that time. I was done at 5 o'clock we said it looked good). Vocabulary is basic.

Anchor Paper 7

Once there was a boy named Tim who always tried his best, but every time he tried something would go wrong.

One day when Tim woke up he saw his mom cooking. "Can I help?" asked Tim. "Sure. You can make waffles." So Tim got the waffles, and put them in the oven. When Tim got them out, they were burnt. "No waffles today," said mom.

When he got to school he saw a kid being bullied. So he walked up to the bully and said, "You shouldn't bully kids like that." And right after that he got punched in the nose.

After school Tim saw a cat stuck up in a tree. So he went up and got it. When the owner found him, he said Tim could keep him. That was the first time something went right.

**Anchor Paper 7
Score Point 3**

This response is somewhat clear and focused. The writer attempts to develop ideas (Once there was a boy named Tim who always tried his best, but every time he tried something would go wrong) but the lack of details makes this only partially successful (...he saw a kid being bullied. So he walked up to the bully and said, "You shouldn't bully kids like that." And right after that he got punched in the nose). There is some evidence of organizational structure due to the narrative's sequence of events, but it is ineffective. Vocabulary is basic.

Anchor Paper 8

Doing Your Best

Once In Girl Scouts we were doing a project on keeping our World clean. We had to write a paper and make a craft on what we wrote about. Every body but me knew what they were going to write about. I was thinking I still didn't have a idea. Then I saw paper she had a great idea. I wanted to do the same thing she was doing. I knew I shouldn't. So I didn't. Then something popped into my head. I'll do recycling. I had to finish it by tonight. Only if it hadn't taken me so long to choose. I will have to finish

it very quickly but, then it won't be a good paper.
What will I do? I know I will just do it quick
before dinner. At least I will hopefully finish it.
It's time to go to Girl Scouts now. I could
have done better. I wish I thought of a idea
yesterday. Next time I will be able to do a better
job on my assignment. Now that I learned my
lesson.

Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused. Ideas and content are developed with partially successful use of examples and details (*Every body but me knew what they were going to wright about. I was thinking. I still didn't have a idea. Then I saw ____ paper she had a great idea*). There is some evidence of organizational structure due to the narrative's sequence of events, but it is somewhat ineffective (*At least I will hopefully finish it. It's time to go to Girl Scouts now. I could have done better*). Vocabulary is basic.

Anchor Paper 9

Once, I did a science test. It was really hard! It took me 15 minutes to do it! A few days later, the teacher handed it to me. I held it and looked at my grade. I wanted to score in the 90's, and guess what, I did. I was happy, I was ready to yell: "Woohoo! I got an A-! Woohoo!" But I didn't because I new I'd get in trouble. I was smiling all the way to the bus. When I got on, I was trying to find my best friend, When I did, I walked toward her, sat down by her and showed her my grade "Wow!" she said. I put it away. When I finally reached the house, I ran of the bus really fast. I ran to my mom and said: "Mommy, Mommy! I got an A-!" She said: "High five!" I gave a high-five.

**Anchor Paper 9
Score Point 4**

This concise response is clear and focused. Ideas and content are connected and developed with relevant details where appropriate (*I wanted to score in the 90's, and guess what, I did. I was happy, I was ready to yell: "Woohoo! I got an A-! Woohoo!" But I didn't because I new I'd get in trouble*). The response is generally coherent, and the organization as a narrative is functional. The writer's command of language supports meaning.

Anchor Paper 10

Last year I was selling popcorn for cub scouts. In cub scouts if you sell enough popcorn you can get a prize. Last year I got more than \$1,300. For my prize I picked a telescope, that you had to sell \$1,250 or more. They are supposed to give you your prize in about 2 weeks after you send the money and the prize slip in. 2 weeks went by 2 more weeks went by. No telescope. 2 months went by. No telescope and it was time for the pine-wood derby. At the end of the races my park-leave walked toward my mom and dad. He gave them a black thing and said that it was my prize. I thought it was small because it was half a foot. I took it anyway. I found out that the black thing was a case. I took the "telescope" out of the case and you know what it was? A monocular. I could of got it

at a store for 3 or 4 dollars. That's how I did my best at selling popcorn and got what I didn't want.

Anchor Paper 10**Score Point 4**

This response is generally clear and focused. Ideas and content are connected and developed with relevant details (*...it was my prize. I thought it was small because it was half a foot. I took it anyway. I found out that the black thing was a case. I took the telescope out of the case and you know what it was? A monoculer!*), although there is some unevenness (*No telescope and, it was time for the pine-wood durby. At the end of the races...*). The response is generally coherent, and the organization as a narrative is functional. The writer's command of language and word choice supports meaning.

Anchor Paper 11

It's summer well 2006 summer to be exact but anyway I'm here to tell a heart warming story that when ever I think of it makes me feel proud of myself or tingle inside.

It all started on a 2006 summer at camp when I say camp I don't mean Camp it's a day care before & after school program at Church. But anyway a camp teacher named miss started it all if you heard of ALEX a girl who soled lemonade for a cure for cancer or if you read the book then you will understand.

We built a lemonade stand out of plastic tubes we taped them together to make sure it wouldn't fall apart we called the moms kids & put a sheet of paper that said cookies brownies lemonade & popsicles we got enough then took it out on the street & sold alot cookies & brownies were 50¢ & flavor ice, donut holes & lemonade were 25¢ lemonade was 25¢ a cup to be exact

Kids from different streets came & a news paper writer came by & took a picture & put it in the news paper with a person selling something to a person but any way we made alot of lemonade at least 2 or 4 gallons & we all ways needed more only in one day we went through 10 boxes of flavor ice & 12 boxes of donut holes & 23 gallons of lemonade we made 2,999 dollars it was just paper money & I think 100 dollars in metal money well cents to be exact.

We didn't divide it up for us to keep we didn't give it to charity we gave to hospitals to maybe find a way to cure cancer. My friend her great grandpa died from cancer & my teacher last year in 3rd grade her husband died for cancer now sh is a single mother with 2 boys named _____ & _____. But still with hope every summer we continue doing the lemonade stand & it will continue for a long time & soon I have a feeling that some day we will have a cure for cancer.

Anchor Paper 11
Score Point 4

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples (*It all started on a 2006 summer at camp. When I say camp I don't mean Camp _____ it's a daycare before & after school program at _____ Church...if you heard of ALEX a girl who soled lemonade for a cure for cancer or if you read the book then you will understand*), although there is some unevenness (*...kids from different streets came & a news paper writer came by & took a picture & put it in the news paper with a person selling something to a person but any way we made alot of lemonade at least 2 or 4 gallons...*). The

response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. There are noticeable lapses in writing conventions, but they are not too distracting.

Anchor Paper 12

It was the day, the day of the gymnastics meet. It was at Flames at 9:00am. I had on my Flames leo. I waited with all the other ancshis gymnast. till it was time for the worst thing, beam. So I started and said the routine in my hard-working head. I was shaking so hard I looked like a mad rattle snake's tail. I stopped shaking when it was my turn. After I finished, the judge said, "7.6 is your score for beam. I wasn't very happy with my score.

Floor was next. It was the best thing I was good at. So I went gracefully with the music. Then the next judge said, "your score for floor is 9.1." This time, I was as proud as a rabbit getting away from its enemy!

Vault with our coach. was next. I was easy as putting a dot on a piece of paper. I shook a little, but not alot. I finished and showed her my number, 55. The judge started to say to me, "your score is 9.0." I was not as glode as last time, but I was really happy!

Bars was the last rotation. I started

then finished in peace. Our bar coach hugged me because I got a 8.8!

On Friday was a pizza party if you got an 35.0, or higher. But what I got was an 34.7 I was furious! I said to my self, "I'm only 1 point behind!" So I was still mad but glad with all of my scores because they were the best scores in level 4th! So then my dad and grandpa very loving people, picked me up and took me home to rest peacefully in my fluffy bed.

Anchor Paper 12
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate (*I wated with all the other ancshis gymnast. Till it was time for the worst thing, beam. So I started and said the routine in my hardworking head. I was shaking so hard I looked like a mad radlesnake's tail. I stoped shaking when it was my turn*). The writer's control over organization and connections between ideas moves the reader through the response (*On Friday was a pizza party if you got an 35.0, or higher. But what I got was an 34.7 I was furious! I said to my self, "I'm only 1 point behind!" So I was still mad but glad with all of my scores because they were the best scores in level #4!*). The language is controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 13

EF EF EF! Why do you get ef's in math all the time! The teacher yelled acrossed the room. Ah oh I thought not another ef in math again. The teacher said please I need to speak with you. She talked in a very low quiet voice practice your math at home and mabeey you'll get a C in math. practice practice practice she yelled while I slowley walked to my seat. That afternoon at home I had list of evrything to do for the day. Let's see first I have to make my bed, second I have to take a bath, third I have to ride my bike for exersize, and last but not least get my pajamas on and get to bed at stricktley nine thirty. Once I did all of my chores I still had an hour and thirty munits left befour I had to go to bed. Hmm I wonder what I wonder what I have to do now I thought the teacher told me to do something when I got home but I cant remember Oh well it must not be important. The next day at school the teacher yelled did you practice your math last night. Ah well not egsactley what do you meen not egsactley. Well

you see I-I kinda forgot. You what! Now I could tell that Mrs. C was tremendously mad. The next day I did not forget to practice my math. The reason I remembered is because the way the teacher looked at me was horrifying. Her eyes were as big as a van when she looked at me. Third grad was too hard for me and the only way to make it better is to try my best! The next day was the math test I thought so let's get practicing! Four hours later I was done practicing. I was as sweaty as the sun. The next day I went to school I got an A on my test so for than on I always tried my best.

Anchor Paper 13
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details (The next day at school the teacher yelled _____ did you practice your math last night. Ah well not egsactley what do you mean not egsactley. Well you see I-I kinda forgot. You what!). The writer's control over organization and connections between ideas effectively moves the reader through the response (Now I could tell that Mrs. C was tremendously mad. The next day I did not forget to practice my math. The reason I remembered is because the way the teacher looked at me was horrifying. Her eyes were as big as a van when she looked at me). The writer shows a command of language including precise word choice (The teacher said please I need to speak with you. She talked in a very low quiet voice practice your math at home and mabey you'll get a C in math, practice practice practice she yelled while I slowly walked to me seat). The language is well controlled, and lapses in writing conventions are hardly noticeable.

Anchor Paper 14

Trying My Best

Have you ever tried your best and things come out just the way you wanted? That happened to me. Here is the story.

"Today we have meap!" announced our teacher, Mrs. We were in third grade and today was the first day, year even, of the meap test. Everybody groaned. We hated, (or we thought) the meap. When I got the meap, which came with a pepper mint, I started sweating like crazy. In front of me was a thick packet with, in large, bold, blue letters, said "MEAP." There was another packet in front of me. This one was skinny and had a bunch of bubbles on it.

When we started though, I actually liked the meap. Don't tell anyone that I was trying my best on the meap. "If I don't try my best, I'll fail." I thought.

Months later, the meap scores arrived. My heart pounding like mad, I opened the

envelope. Then my heart stopped. I almost died at what I saw! I saw perfect scores! I danced all around. "I passed! I passed! I passed the dreadful meap test!" I sang proudly. My brother hopped down the stairs. "O, goody." He said. Very plainly. "You might not care, but I do." I said pointing my nose in the air and marched away. Then I zoomed back where I was immediately. "Let's see what you got on your test. I bet you failed." "Umm... No." _____, my brother said quickly. I stole his meap scores and looked. Stareing right back at me were bad scores. "I can tell you didn't try your best." I told him. _____ sighed. "You're right."

So remember, always try your best and things will turn out good!
agrees with me, what about you?

Anchor Paper 14
Score Point 5

The writing is clear and focused (Months later, the meap scores arrived. My heart pounding like mad, I opened the envelope. Then my heart stopped. I almost died at what I saw! I saw perfect scores!). Ideas and content are well developed with relevant details and examples where appropriate ("I passed the dreadful meap test!" I sang proudly. My brother hopped down the stairs. "O, goody." He said. Very plainly. "You might not care, but I do." I said pointing my nose in the air and marched away). The writer's control over organization and connections between ideas effectively moves the reader through the response ("Let's see what you got on your test. I bet you failed." "Umm...No!" _____, my brother, said quickly. I stole his meap scores and looked. Stareing right back at me were bad scores. "I can tell you didn't try your best." I told him. _____ sighed. "You're right."). The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 15

Jim played soccer. The boys on his team teased and made fun of him because he was terrible. He could not score goals when he was forward. He could not stop the ball when he was fullback. But, worst of all when he was goalie every ball got past him.

One day at practice they played a practice game with the girls who practiced next to them. The boys were all so angry at Jim because the girls creamed them, 9-2. They all said it was Jim's fault.

That night at the dinner table Jim announced to his family that he wanted to quit soccer. His father didn't want his son to be a quitter. He just wouldn't put up with it. So he replied, "Jim, I will not have a son who is a drop out. I will practice and practice with you. But, when seasons over and you still don't like soccer then you can

stop. Not quit."

So after dinner, Jim and his dad went out to MC Sports, bought a net and went back home to practice. At first Jim thought running around scoring goals with his dad was fun. But, after practicing night after night after night he finally got tired and said, "Dad, ain't this gettin' borin' for you? It sure is for me. I want to stop." His father replied, "Oh, but son, you have improved so much." Jim sighed, "Tell that to my teammates." Jim trugged inside. "Besides, it's gettin' late anyways."

On Saturday they had a game. Boy, was it exciting! Before the game Jim's dad said, "Come on son. You have improved so much. Do your very best!" "Got it, Dad!" Jim yelled as he ran out on to the feild. That game ought to have been the best game in Jim's life! "12 to 9!" he screamed "We won." He scored 3 of their 12 goals and only 3 goals got past him. "Doin' your best pays off, Dad! It really does!"

Anchor Paper 15**Score Point 6**

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate (*So after dinner Jim and his dad went out to MC Sports, bought a net and went back home to practice. At first Jim thought running around scoring goals with his dad was fun. But, after practicing night after night after night he finally got tired and said, "Dad, ain't this gettin' borin' for you? It sure is for me."*). The writer's control over organization and connections between ideas effectively moves the reader smoothly through the text (*His father didn't want his son to be a quitter. He just wouldn't put up with it. So he replied, "Jim, I will not have a son who is a drop out. I will practice and practice with you. But, when seasons over and you still don't like soccer then you can stop. Not quit."*). The writer shows a mature command of language. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

Anchor Paper 16

Have you ever had a time when you tried your best to draw a picture and it came out almost the way you wanted but not exactly? Well this happened to me when I was trying to draw a bird. So, sit back relax and let me tell you about it. One day at school, our teacher passed out a "Time for Kids" magazine. In "Time for Kids" they talk about recent scientific discoveries. One of the scientific discoveries was a new species of bird found in India. It was called a Bugun Liocichla. It had a lime green body with a huge stomach. It also had red and orange tail feathers and a small yellow head with a stunning dark blue crest. The crest made the Bugun Liocichla look like it had spiky hair. I immediately knew that I wanted to draw this bird. So, as soon as I got home and finished my math homework, I took out a sheet of white paper and began to lightly sketch the basic shapes of the beautiful bird's body.

just like a drawing book taught me to. Then, I began to erase the intersecting parts of the shapes. After that I began to draw the more detailed parts like the eyes, wings, tail, and legs. My sketch was finally finished. Now, the coloring had to begin. I opened up my immense colored pencil box and used only the finest greens, reds, yellows, blues, and oranges on my Bugun Liocichla. Then, my drawing was finally finished! It was so close to being perfect! But, I didn't care about the caliber of my drawing, I did my best, and that's all that matters to me!

Anchor Paper 16
Score Point 6

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate (*One of the scientific discoveries was a new species of bird found in India. It was called a Bugun Liocichla. It had a lime green body with a huge stomach. It also had red and orange tail feathers and a small yellow head with a stunning dark blue crest. The crest made the Bugun Liocichla look like it had spiky hair*). The writer's control over organization and connections between ideas effectively moves the reader smoothly through the text (*So, as soon as I got home and finished my math homework I took out a sheet of white paper and began to lightly sketch the basic shapes of the beautiful bird's body just like a drawing book taught me to*). The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.